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ABSTRACT

Developed by a speech-language pathologist, this oral language program for students in grades K-2 contains more than 200 field-tested activities designed for whole-class use. Listening and speaking activities are arranged in developmental order and grouped according to the following 12 areas: vocabulary, concepts, listening, giving and following directions, auditory memory, grammar, rhyming, categorization, answering and asking questions, describing, role-playing and storytelling, and reasoning. The format for each activity includes name, grade level, objective, materials, time required, and procedures. Worksheets for duplication are included. Objectives, pretests/posttests, and suggested calendar schedule for implementing the program are provided for each grade level. To encourage parent involvement and to reinforce classroom learning, reproducible weekly home activity sheets (along with a letter of introduction and an evaluation form) are appended. (JW)

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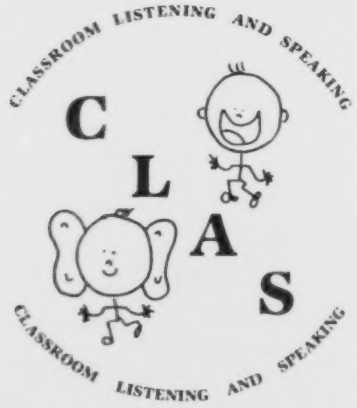

K-2

Written by Lynn Plourde

Illustrated by Kathy Peatman

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A Special Thanks To . . .

The most important person, my husband Paul Knowles, for always being there as my best friend, editor, confidant, housekeeper, advisor, counselor, and so much more.

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INTRODUCTION

Classroom Listening And Speaking (CLAS) is an oral language program for grades K-2. The 200 plus activities in this notebook were developed by a speech-language pathologist and were field-tested by over 40 teachers and their 800 students. This program is based on the belief that ALL students need to learn to listen and to speak better. The activities are designed to be used with the entire classroom at once.

This program is divided into 12 areas:

* Vocabulary
* Concepts
* Listening
* Giving and Following Directions
* Auditory Memory
* Grammar
* Rhyming
* Categorization
* Answering and Asking Questions
* Describing
* Role-playing and Storytelling
* Reasoning

Each area contains listening and speaking activities arranged in a developmental order from easiest to hardest. Each activity was placed in the most appropriate listening and speaking area, but many activities develop several oral language skills. For example, an activity might develop students' vocabulary and grammar skills, as well as storytelling abilities, all at the same time.

It is recommended that you do one activity with your class every day which equals 5 activities per week. Each activity requires approximately 20 minutes of class time.

There is a recommended calendar to follow for implementing this program in grades K, 1, and 2 throughout the school year (see pages 5-19). The first year that you use CLAS, you should follow the suggested calendar for your grade level. Try all the activities, noting how they work with your students and the variations that you would like to make in the future. The second year that you use CLAS, adjust the program so that it meets your needs. Coordinate this program with the rest of your curriculum. Some activities might fit in with science or reading units that you are already teaching.

A unique feature of this program is the 70 home activities. Two listening and speaking activities are sent home with each child in your class for his/her parents to do with him/her each week. These home activities will reinforce and further develop oral language skills in your students.

This program was developed with the belief that teaching listening and speaking to students is not much different than teaching reading, writing, or arithmetic. A good classroom teacher should be able to readily and successfully use this program.

If you would like specific training in how to implement CLAS, further information on developing oral language skills in the classroom, or have comments about this program, then please contact:

Lynn Plourde
CLAS Consultant
P.O. Box 168
Anson, Maine 04911
207-696-3331

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KINDERGARTEN OBJECTIVES

By following the CLAS program, 80 percent of kindergarten students should reach these objectives by the end of the school year. The students will

- learn 3 to 5 new oral vocabulary words per week
- be able to name at least 3 items within these categories: animals, colors, clothes, toys, parts of body, family members, food, silverware
- understand the concepts: loud/soft, alike/different, long/short, heavy/light, top/bottom, above
- be able to classify objects according to form, color, use
- be able to give first, middle, and last name
- be able to count 10 objects
- speak in complete simple and compound sentences
- be able to correctly repeat simple sentences
- be able to use regular plurals correctly
- be able to use regular comparisons correctly (e.g., bigger, tallest)
- be able to use forms of the verb "to be" correctly in oral sentences (is, are, was, were)
- be able to use regular tense verbs correctly in oral sentences
- use "will" to form future tense
- be able to correctly follow 3-step directions
- be able to correctly repeat at least 3 nursery rhymes
- be able to correctly repeat 3 unrelated words in order
- be able to tell at least 3 reasons why 2 objects are alike
- be able to tell at least 3 reasons why 2 objects are different
- ask meanings of unknown words
- be able to tell 3 descriptive features about an object (e.g., it is green, hard, and wooden)

FIRST GRADE OBJECTIVES

By following the CLAS program, 80 percent of first graders should reach these objectives by the end of the school year. The students will

- learn 3 to 5 new oral vocabulary words per week
- be able to correctly name the 7 weekdays in order
- be able to name at least 3 items within these categories: vehicles, tools, seasons, holidays, fruits, vegetables, furniture, shapes, jewelry, beverages, money
- be able to understand these concepts: yesterday/tomorrow, more/less, some/many, most/least, now/later, several/few, before/after, across, pair, half, whole, right/left, first, second, third, forward/backward
- be able to give simple opposites (e.g., fast/slow, tall/short, fat/thin)
- be able to solve simple oral riddles
- be able to tell one rhyming word when given a sample word orally
- be able to correctly repeat complex sentences
- be able to correctly repeat 4 unrelated words in order
- ask questions using who, where, why, when, how, and whose
- be able to answer "what happens if . . ." questions
- correctly use the word "any" in negative sentences
- correctly use correct subject-verb agreement in oral sentences
- be able to correctly follow 4-step directions
- be able to correctly repeat at least 5 nursery rhymes
- be able to tell at least 4 reasons why 2 objects are alike
- be able to tell at least 4 reasons why 2 objects are different
- be able to signal that he/she heard a specific word or phrase within a larger context (e.g., clap each time one hears the word "black" in a story)
- be able to correctly sequence a set of 5 picture-sequence cards
- be able to tell 5 descriptive features about an object
- be able to tell a logical ending to an orally presented, open-ended story
- be able to generate a statement that could be made by another person or object (early role-playing skills)

SECOND GRADE OBJECTIVES

By following the CLAS program, 80 percent of second graders should reach these objectives by the end of the school year. The students will

- learn 3 to 5 new oral vocabulary words per week
- be able to correctly name the 12 months in order
- be able to name at least 3 items within these categories: occupations, instruments, fish, birds, appliances, flowers, cloth, weapons, medication, insects, containers
- understand these concepts: narrow/wide, deep/shallow, rough/smooth
- be able to name at least 4 rhyming words when given a sample word orally
- be able to complete open-ended verbal analogies
- be able to correctly use the article "an" in conversation
- be able to use irregular plurals correctly (e.g., men, feet, children)
- be able to use irregular verb tenses correctly in sentences
- be able to use correct subject-verb agreement in oral questions
- be able to name himself/herself last in oral sentences with a compound subject (e.g., Fred and I went to the zoo.)
- be able to correctly form "if-then" sentences
- be able to correctly follow 5-step directions
- be able to correctly repeat at least 7 nursery rhymes
- be able to correctly repeat 5 unrelated words in order
- be able to tell at least 5 reasons why 2 objects are alike
- be able to tell at least 5 reasons why 2 objects are different
- understand difference in time intervals
- be able to orally tell date
- be able to orally tell complete address
- be able to determine whether a spoken passage is fantasy or reality

Second Grade Objectives (Cont.)

- ▷ be able to ask at least 3 appropriate questions of a speaker who has provided new information
- ▷ be able to reach a mutual decision in a small peer group
- ▷ be able to portray a character with a brief part in a play/skit
- ▷ be able to appropriately introduce two strangers
- ▷ be able to generate oral riddles about an object or picture (e.g., What is black and white and smelly?)
- ▷ be able to tell at least 5 accurate sequenced steps in "how to" procedures (e.g., how to make a peanut butter and jelly sandwich)
- ▷ be able to generate a logical oral story when given a title or theme

PRETESTING AND POSTTESTING

Two tests follow which you can use to pretest and posttest your students' listening and speaking abilities. Each test should be administered at the beginning of the school year and again at the end of the school year. The first test, "Draw a Picture," can be administered to the entire class at once; the second test, "Tell a Story," needs to be administered individually.

Draw a Picture

Give each student a blank sheet of 8½ x 11 inch paper and a pencil. Have each student write their name on one side of the paper and then turn it over to the blank side. (You may have to help kindergarten students write their names.) Tell the class the appropriate set of directions for their grade level. Repeat each direction twice. Wait until students are finished drawing and then continue with the next directions until they have completed all 10 directions. Collect the papers. When scoring, give each student one point for each item that is correctly drawn.

An item must be drawn completely correctly in order to receive a point for the item. For example, if a student draws a small circle in the middle of the paper when told to draw a big circle in the middle of the paper, the item is scored as incorrect even though the student appeared to understand the concept "middle" but not "big."

Students may score 0 to 10 on the test. You may record students' scores on the score sheet that is included (p. 31). Give the same test as a posttest at the end of the school year.

KINDERGARTEN DIRECTIONS FOR DRAW A PICTURE

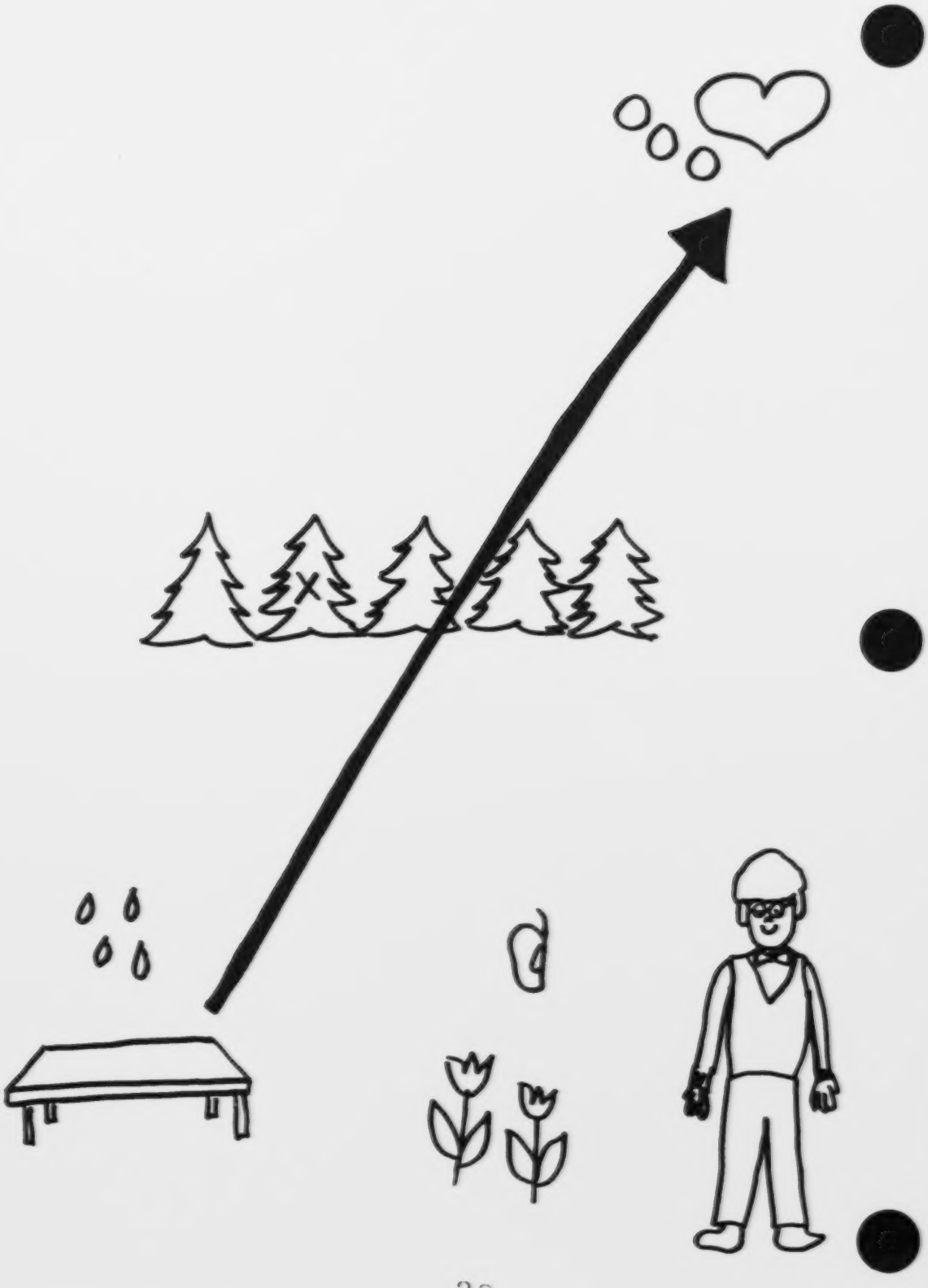
REPEAT EACH DIRECTION TWICE.

1. Draw a big circle in the middle of your paper.
2. Draw a short line under the circle.
3. Draw a box at the bottom of the circle.
4. Draw a man above the box.
5. Draw a flower outside the circle.
6. Draw a snake on top of the man.
7. Draw a smile beside the flower.
8. Draw some grass inside the box.
9. Draw a lollipop next to the man.
10. Draw a line around the flower.

FIRST GRADE DIRECTIONS FOR DRAW A PICTURE

REPEAT EACH DIRECTION TWICE.

1. Draw a heart in the top right corner.
2. Draw a table in the bottom left corner.
3. Draw an arrow between the heart and table so that it is pointing at the heart.
4. Draw a few raindrops above the table.
5. Draw a pair of flowers on the bottom of the page.
6. Draw half an apple above the flowers.
7. Draw a man to the right of the flowers.
8. Draw a row of trees in the center of the paper.
9. Draw an "X" on the second tree.
10. Beside the heart, draw some circles so that you have fewer circles on your paper than you do trees.



SECOND GRADE DIRECTIONS FOR DRAW A PICTURE

REPEAT EACH DIRECTION TWICE.

1. Draw a narrow door in the center of the page.
2. Draw a tree in the bottom left corner.
3. Draw a line from the tree that goes diagonally upward to the right.
4. Draw a rough road across the top of your paper.
5. Draw a hat to the right of the tree.
6. Draw a pair of windows next to the door.
7. Write the last letter in the word "calf" in the bottom right corner of the page.
8. Next to the hat, draw a face with an extra eye and a double nose.
9. Draw a bicycle on the road so that it is one-third of the way along the road going from the right side of the paper to the left.
10. Draw a triangle above the door and a rectangle below the bicycle.

f

Teacher's Name_____ Grade Level_____

DRAW A PICTURE SCORE SHEET (Class)

Students' Names	Pretest Score	Date of Pretesting	Posttest Score	Date of Posttesting

Total Number of Students

Class Average on Pretest

Class Average on Posttest

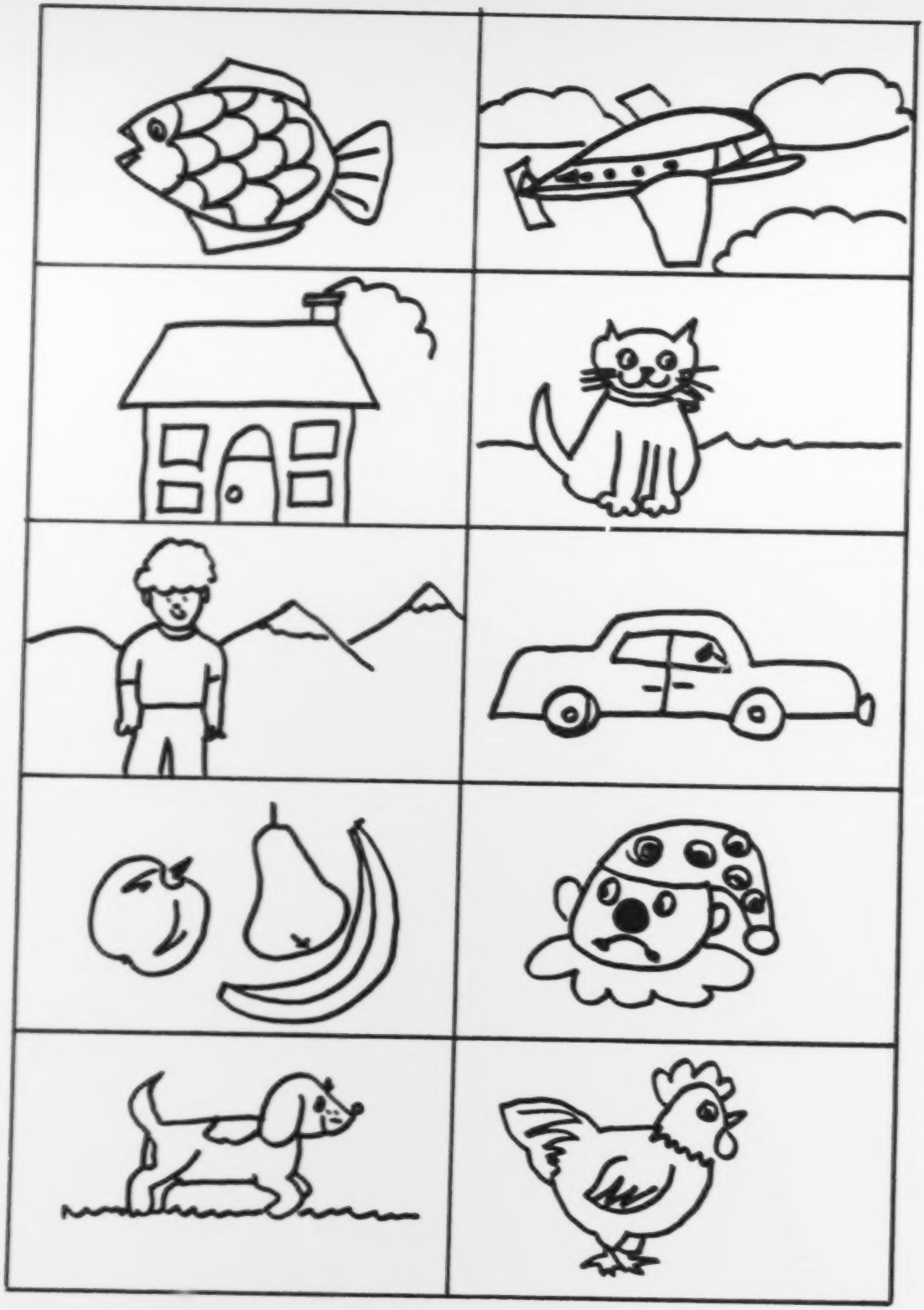
PRETESTING AND POSTTESTING

Tell a Story

Cut out the 10 pictures on the following page. Test one student at a time. Hold the pictures upside down so that the student cannot see the pictures. The student must select 3 pictures and then tell a story about the 3 pictures. Tape-record the student's story. Do not prompt or help students to tell stories. Continue with another student until each student in class has told one story on the tape recorder.

Later, listen to the stories and score each one according to the attached score sheet for individuals. (Make a copy of the score sheet for each student in your class.)

At the end of the year, posttest students in the same way. You may place the results of the entire class on the attached score sheet for the class.



Student's Name_____ Grade Level_____

Teacher's Name_____ Date of Testing_____

TELL A STORY SCORE SHEET (for individuals)

Listen to the student's story and score the following way:

	No. of Points
a. 1 point for each of 3 pictures included in the story. (possible points, 0-3)	☐
b. 1 point for <u>each</u> sentence in the story.	☐
c. the average length of sentences in the story: Count the number of words in the entire story and divide by the number of sentences in the story to get the average length of sentences in the story. Record that number in the square to the right. (Include decimal points or fractions)	☐
d. 1 point for a setting/place in the story. (possible points, 0 or 1)	☐
e. 1 point for each character in the story.	☐
f. 1 point for an appropriate sequence or order in the story. (possible points, 0 or 1)	☐
g. 1 point for a logical conclusion to the story. (possible points, 0 or 1)	☐
TOTAL POINTS	☐
h. Subtract 1 point for each grammatical error in the story. (For example, Her fell off the bike. They don't like nobody.) —	☐
FINAL SCORE	☐

Observations/Comments about the student's story:

_____

_____

_____

_____

_____

Teacher's Name_____ Grade Level_____

TELL A STORY SCORE SHEET (for the class)

Students' Names	Pretest Scores	Date of Pretesting	Posttest Scores	Date of Posttesting

Total Number of Students

Class Average on Pretest

Class Average on Posttest

Sample Scores

TELL A STORY SCORE SHEET

Cards drawn: Cat, fish, house

Student's Story: One day my cat ate a fish. He liked the fish so much that he looked for more and more fish. He couldn't find none. So he just went home.

	No. of Points
a. 1 point for each of 3 pictures included in the story.	3
b. 1 point for <u>each</u> sentence in the story.	4
c. The average length of sentences in the story.	7.5
d. 1 point for a setting/place in the story.	0
e. 1 point for each character in the story.	1
f. 1 point for an appropriate sequence or order in the story.	1
g. 1 point for a logical conclusion to the story.	1
TOTAL POINTS	17.5
h. Subtract one point for each grammatical error in the story. —	1
FINAL SCORE	16.5

VOCABULARY

This section develops students' oral vocabulary skills. The activities encourage students to learn new words and to question you, the teacher, when they do not understand a word that you have said. Encourage students throughout the school year to stop you when they do not understand a word. By doing so, they will take responsibility for building a greater vocabulary.

ACTIVITY: I Don't Understand

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop the ability to verbally signal when one does not understand a word

--To learn new vocabulary

MATERIALS: a set of objects with difficult vocabulary for young children

TIME REQUIRED: 20 minutes

PROCEDURE:

Display the group of objects on a table in front of the class. Then select students one at a time to come up to the table and follow directions as quickly as possible. Include difficult vocabulary words in your directions (e.g., Give the thing with the bristles to Candy. [a toothbrush]; Pick up the object with the eye. [a needle]; Drop the tongs on the floor.) If students do not understand a word in the direction, they must say, "I don't understand. What's (a bristle)?" Show or tell them what the new vocabulary word is -- then have them follow the direction. Encourage students to ask about the unknown words rather than make a guess. Reinforce them for asking about the "tricky" word.

Possible words:

decanter
fringe
index (in a book)
wick
pawn (chess piece)
die
fondue forks
nozzle
bow (on a boat)
pit (in a cherry)
prongs
whist
stems (on wine glasses)
grip (on tennis racket)
tripod
sham (for pillow)
ladle
corkscrew
strainer
colander
serated edge (on a knife)
rind (on a watermelon)
binding
blade (on a razor)

ACTIVITY: Discover the Classroom

LEVEL: Grades K-4

SOURCE: Lynn Plourde

OBJECTIVE: --To learn vocabulary about unknown items in the classroom

MATERIALS: pieces of paper with question marks; tape

TIME REQUIRED: 20 minutes

PROCEDURE:

Explain to students that there are many things around us that we don't know the names of. Each student plus YOU must find an item in the room that they do not know the name of. When they find the item, then they must stick the question mark paper on it. When all students plus you have found an item, then go to each paper one at a time and see whose paper it is and if anyone else knows the name of the item. Continue with the other items. If no one in the room knows the name of a questioned object, then consult experts if possible (e.g., other teachers, parents, janitors, carpenters, etc.). You might keep a master list of which items were not known by which students so as to question them on "their" word several times in the next week. You might also leave the question mark papers in place for a week so as to promote students' questioning and learning other students' words.

ACTIVITY: Vocabulary Simon Says

LEVEL: Grades K-3

SOURCE: Lynn Plourde

OBJECTIVE: --To listen carefully and respond appropriately during "Simon Says"

--To develop new vocabulary

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:

Play "Simon Says." Explain the rules to students if they do not know how to play. Tell them to listen carefully whether "Simon Says" to do something or not, so that they don't get caught. Throughout the game use challenging new vocabulary words. For example, "Simon says, all students wearing plaids stand up," or "Simon says, all males clap your hands." Encourage students to ask the meanings of words they do not know. Also repeat new words several times during the game; students will truly learn these new words through repetition (e.g., Simon says, everyone touch your shin; Simon says, put your elbow on your shin; Simon says, everyone with shins must sit down.) See sample words to use below.

Possible new vocabulary:

plaids	stripes	calf (on leg)
shin	male	female
hem	knickers	turtlenecks
jumpers	cowl necks	V-necks
flex (a muscle)	mime (something)	recline
scooch	palate	heel
lungs	bicep	meditate
flannel	corduroy	wool
cables (on sweater)	lace	cuffs

ACTIVITY: Vocabulary Scrapbook

LEVEL: Grades K-4

SOURCE: Lynn Plourde

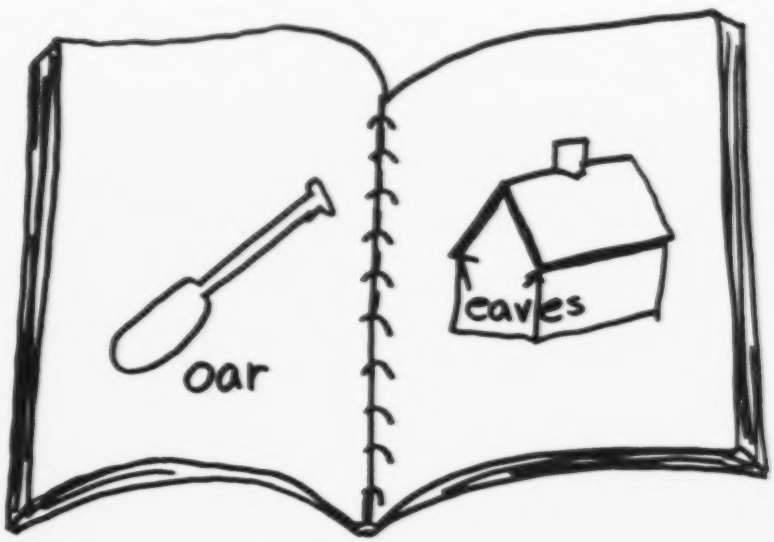
OBJECTIVE: --To learn new vocabulary

MATERIALS: a scrapbook made out of construction paper; magazines, scissors; glue

TIME REQUIRED: 25 minutes

PROCEDURE:

Select a day to start a vocabulary scrapbook. Have students find pictures of objects in magazines that they don't know the name of. They can place and glue their picture in the scrapbook after they can name it correctly (after asking you or another student). Encourage students to name other objects in the scrapbook; students should help each other as needed. The scrapbook should be an ongoing project. Keep it in a special place in the room. As students come across words they don't know, have them put the word or draw a picture of it in the scrapbook. Older children can write the word and definition. Students may want to show visitors the scrapbook and demonstrate the new words they have learned.



ACTIVITY: Talking Password

LEVEL: Grades K-6

SOURCE: Lynn Plourde

OBJECTIVE: --To develop expressive oral vocabulary

MATERIALS: "Talking Password" poster (as described below); vocabulary pictures

TIME REQUIRED: a few minutes throughout the day as students pass the poster

PROCEDURE:

Make a "Talking Password" poster, a paper with a picture on it. Place a picture on the paper which students are not likely to know. To get into the classroom or a special part of the room (e.g., reading corner, leave for lunch, up to the teacher's desk), students say the password (name the picture). If the student does not know the word, then tell them. After a few times, students should learn the new word. Change the picture regularly (e.g., once a week). The teacher does not always need to check to see if the student is correct; students may check each other.

Hints: National Geographic, catalogs (e.g., Sears, J.C. Penney, etc.) are good sources for pictures. You may use real objects if you like.

Sample:

Possible pictures:

skyscraper	iris	udders	taco
shin	turntable	baster	foyer
nutmeg	pelican	colander	egret
measuring cup	coasters	tongs	muu muu
orangutan	pillow sham	cantalope	nymph
glacier	okra	knoll	dimple

ACTIVITY: Sweet-Sour

LEVEL: Grades K-1

SOURCE: Lynn Plourde

OBJECTIVE: --To learn the vocabulary words sweet and sour

MATERIALS: sweet and sour foods to taste; knives to cut food into bite-size pieces

TIME REQUIRED: 20 minutes

PROCEDURE:

Arrange all food items on a table. Select one student at a time to come up to the table and try a food that you point to. They must guess if the food is sweet or sour. Then they must taste it to see if they are correct. After they taste the food, they must say, "The _____ tastes __(sweet/sour)__." Continue with other foods and other students. Try to give each student an opportunity to taste at least one sweet and sour food. After you are finished or on another day, review the foods by asking, "How does a lemon taste?" . . . etc.

SOUR	SWEET
pickle	sugar
lemonade	bread with jelly
lemon	donut
lime	candy
grapefruit	brown sugar
green apple	cookie
rhubarb	honey

ACTIVITY: Cooking Eggs

LEVEL: Grades K-1

SOURCE: Lynn Plourde

OBJECTIVE: --To learn vocabulary that pertains to eggs

--To tell how to cook specific kinds of eggs telling the steps in the correct sequence

MATERIALS: eggs, cooking utensils, pans, hot plate

TIME REQUIRED: 40 minutes

PROCEDURE:

Explain to students that there are many ways to cook eggs and that you are going to try some. Discuss the type of eggs that you are going to cook: sunny-side up, over easy, fried, scrambled, soft-boiled, hard-boiled, and poached. Have a few students at a time help you try to cook a specific kind of egg while the rest of the class watches. Then let different students help cook another kind of egg. After you have cooked them all, then have a tasting party. Select students to tell how you made each egg. Be sure they include each step.

ACTIVITY: The Life of an Ice Cube

LEVEL: Grades K-1

SOURCE: Lynn Plourde

OBJECTIVE: --To learn the vocabulary of *solid, liquid, gas, evaporate,* and *melt*

MATERIALS: an ice cube in a container

TIME REQUIRED: a few minutes for several days

PROCEDURE:

Tell students that you are going to do an experiment with an ice cube. The first day you will put an ice cube in a container; have students guess what will happen to the ice cube. Watch it each day and discuss what is happening. Be sure to use the vocabulary: solid, liquid, gas, evaporate, and melt. Encourage students to guess what will happen, and guess how long it will take to evaporate. On each day give different students a chance to tell what has happened in the experiment so far. Be sure they tell it in the correct sequence.

ACTIVITY: Fruity Talk

LEVEL: Grades K-2

SOURCE: Peggy Lovejoy, Skowhegan, Maine

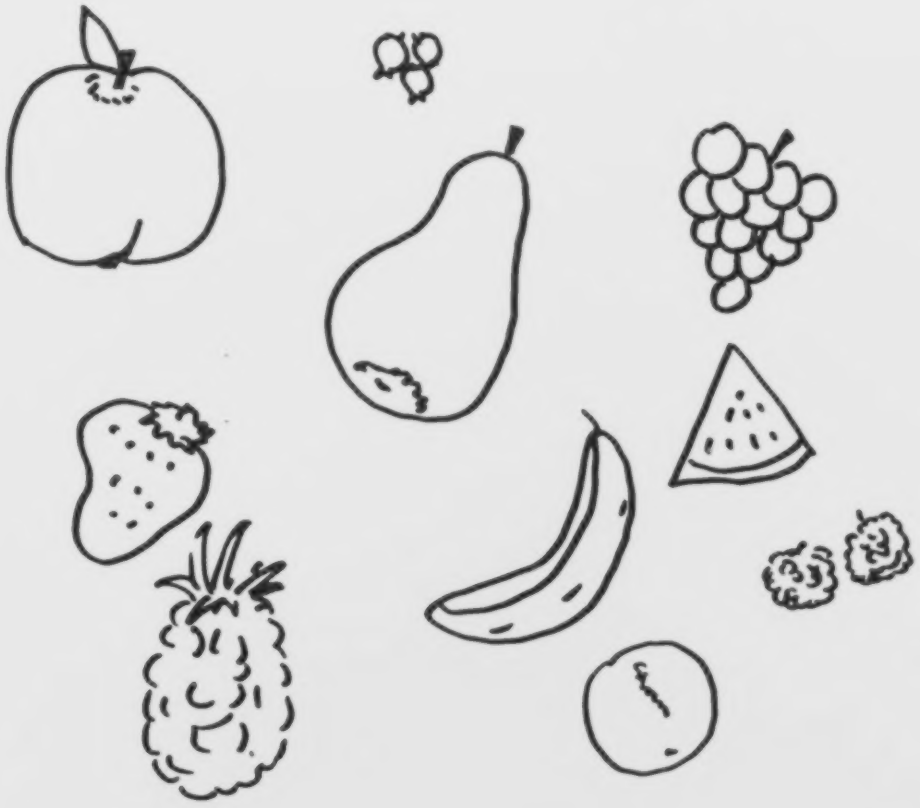
OBJECTIVE: --To learn vocabulary about fruits

MATERIALS: different kinds of fruits (e.g., cantalope, blueberries, pomegranate, grapefruit)

TIME REQUIRED: 25 minutes

PROCEDURE:

Ask students to bring in a kind of fruit and you should bring in some also. (Write what specific kind of fruit each child should bring so that you don't get all the same kind of fruits. Also write the specific quantity so the parent will know how much to send in -- like 2 apples or one-quarter of a watermelon or a pint of blueberries.) Show one fruit at a time and talk about its shape, color, taste, etc. Have each child take one bite of the fruit and say this sentence, "This is a _____." After you introduce the fruits, combine any leftovers to make a fruit salad.



ACTIVITY: Who Wears What When?

LEVEL: Grades K-2

SOURCE: Julie Dumais, Skowhegan, Maine

OBJECTIVE: --To develop vocabulary about clothing items

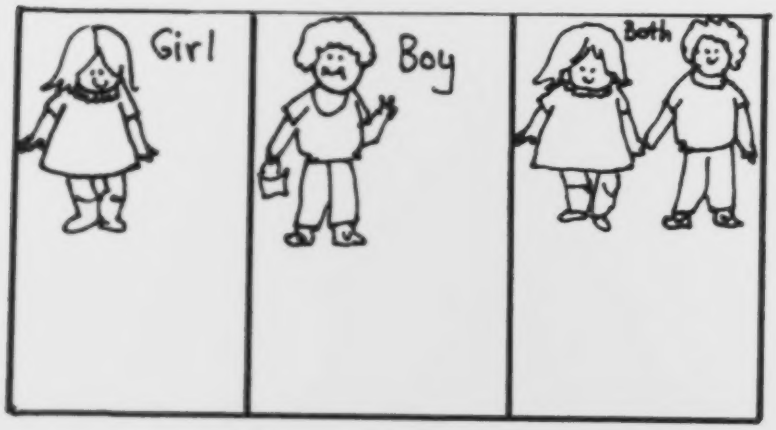
--To determine who wears what and when clothing can be worn

MATERIALS: catalogs or magazines, paste, scissors, charts (as described below)

TIME REQUIRED: 30 minutes

PROCEDURE:

Children are given magazines and asked to cut out as many different kinds of clothes as they can. Then as a group, have students name their items of clothing, say whether boys, girls, or both can wear them and what season they can be worn. Students must then decide which chart they want to paste their clothing picture on. While that child is pasting, discuss another child's picture with the group.



summer	winter
fall	spring

ACTIVITY: Tools

LEVEL: Grades K-6

SOURCE: Lynn Plourde

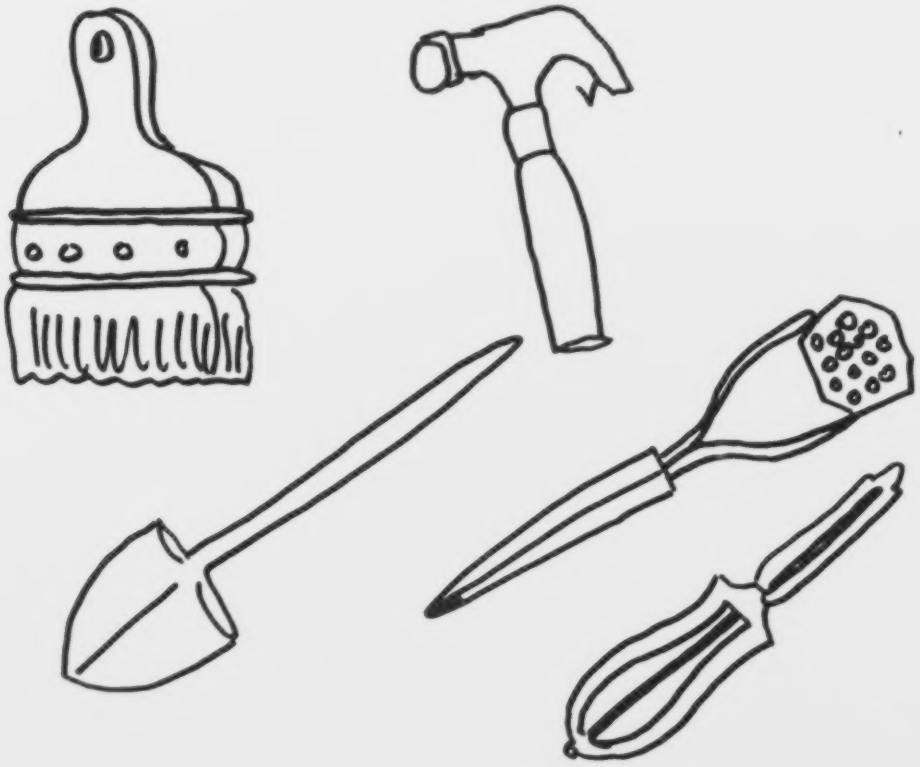
OBJECTIVE: --To develop vocabulary about tools

MATERIALS: numerous tools

TIME REQUIRED: 25 minutes

PROCEDURE:

Bring in numerous tools. Select ones that you think students might not know. You might get each student to bring in one tool; send a note to parents telling them what you are doing. Display the tools on a table. One at a time, pick up a tool. Ask if anyone knows the name of the tool and how it's used. Then pass the tool around the class with students pretending to use the tool and saying what they are doing (e.g., I am fixing the chair with a hammer; I am taking off the nut with a wrench). If possible, keep the tools in class for a few days to review and promote further discussion between students.



ACTIVITY: Does It Feel?

LEVEL: Grades K-2

SOURCE: Marie Poulin, Embden, Maine

OBJECTIVE: --To develop tactile vocabulary

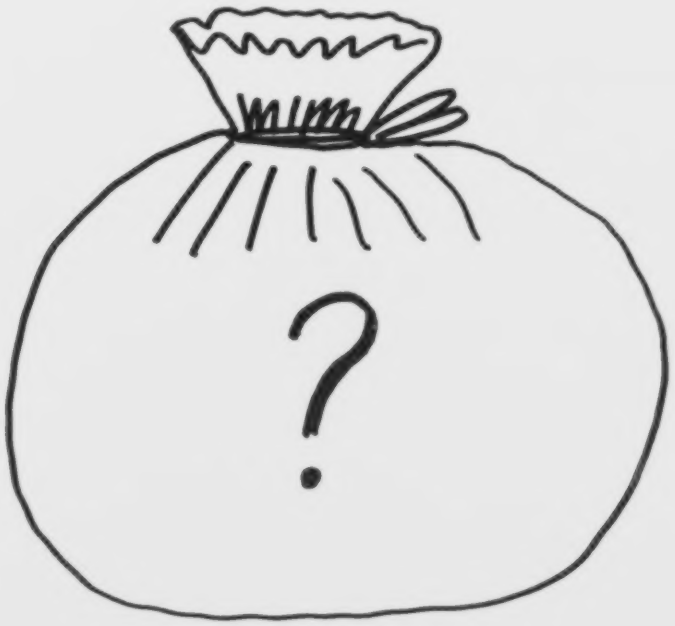
--To develop the ability to ask and answer yes-no questions

MATERIALS: a box with a hole or a bag to hide objects in; objects for students to guess

TIME REQUIRED: 20 minutes

PROCEDURE:

Have a pile of objects to be felt; keep them hidden from students. Put one object at a time in the bag or box. Select one student to reach in and touch the object. The other children ask yes-no questions such as, "Can you bend it? Does it feel hard? Is it fuzzy? Does it have corners? Is it made out of wood?" The selected child answers the questions until someone guesses the object. The student who guesses then feels the next object and answers the other students' questions.



ACTIVITY: What's that Instrument?

LEVEL: Grades K-6

SOURCE: Lynn Plourde

OBJECTIVE: --To develop vocabulary about musical instruments

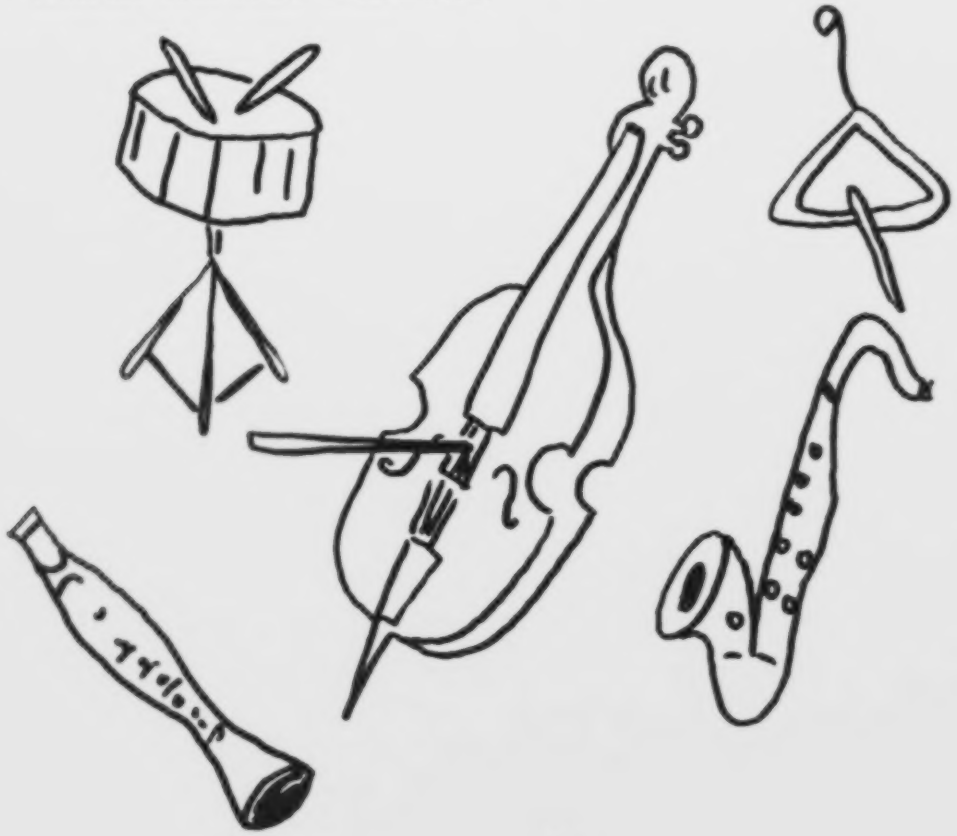
--To discriminate the musical sounds of different instruments

MATERIALS: a variety of musical instruments; a screen to hide behind

TIME REQUIRED: 20 minutes

PROCEDURE:

Obtain a variety of musical instruments (perhaps the high school band might come in and demonstrate some). One at a time, provide students with the name of the instrument and let them hear how it sounds. After they have been introduced to all the instruments and have been given a chance to hear the names of the instruments many times, then take all the instruments behind a screen and play one of them. Students must guess which instrument they heard. Continue with other instruments.



ACTIVITY: Guess Who I'm Thinking of?

LEVEL: Grades K-3

SOURCE: Lynn Plourde

OBJECTIVE: --To develop students' abilities to understand specific descriptions of people

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:

Sit students in a circle. You are to be in the middle of the circle. Tell students that you are thinking of someone. Can they guess who it is? Explain that they will need hints in order to guess. Give them a broad, general hint such as, "I'm thinking of a male." All males must put their thumbs up so everyone else knows who to choose from. Let one student guess who you are thinking of. If that student is incorrect, then continue with a more specific hint such as, "I'm thinking of a male with blonde hair." Only males with blonde hair can keep their thumbs up. Let another student guess who you are thinking of. Continue with more and more specific hints until someone guesses the student you are thinking of. Start over by thinking of a different student. Try to develop some new vocabulary during this game:

male	female	plaid
corduroy	denim	braids
spectacles	soles	flannel
stripes	freckles	brunette
blonde	wool	cuffs
lace	Velcro	part (in hair)

ACTIVITY: In the Doghouse

LEVEL: Grades K-4

SOURCE: Lynn Plourde

OBJECTIVE: --To develop vocabulary about kinds of dogs
--To give a brief oral report

MATERIALS: pictures of different breeds of dogs

TIME REQUIRED: 10-15 minutes per day for a week

PROCEDURE:

Explain to the children what the word *breed* means. Ask each child who has a dog at home to bring in a picture of their dog. When they bring in their picture, they must tell the breed of their dog and 3 things about that breed (e.g., for a German Shepherd: (1) it can be brown, gray, or tan in color, (2) it can be a Seeing Eye dog, and (3) it can work for police departments). Encourage students to get their 3 facts from their parents or an encyclopedia. Have a few children report each day on their dogs. Put each picture of the dog inside the outline of a doghouse on the chalkboard or a bulletin board. Encourage students to practice naming the breeds of dogs throughout the week. For students who do not have a dog, they can cut a picture of a dog from a magazine and then do their report. Don't forget the mutt/mongrel!

ACTIVITY: How the West Was Won

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To give a descriptive sentence about where one placed an object in a scene

--To develop new vocabulary about a theme

MATERIALS: a play set (e.g., cowboy set, dollhouse, farm set)

TIME REQUIRED: 20 minutes

PROCEDURE:

Tell the class that you are going to arrange a scene using a play set. Give each student a chance to select an object from the set and arrange it on the scene. After doing so, they must say what they did (e.g., I put the tomahawk beside the Indian's teepee. I put the cowboy in the covered wagon. I put the rooster on top of the silo.) Help children with new vocabulary words as necessary. If possible, leave the set up for the children to play with during designated free play times so that they may practice some of the new vocabulary they learned and role-play the people and animals.

ACTIVITY: Kitchen Utensils

LEVEL: Grades K-3

SOURCE: Beverly Foss, Athens, Maine

OBJECTIVE: --To develop vocabulary about kitchen utensils

MATERIALS: various kitchen utensils

TIME REQUIRED: 20 minutes

PROCEDURE:

Introduce one of the utensils and tell the class how to use it. Pass the utensil to some of the children and they must pretend to use it while saying a complete sentence (for example, I'm getting soup with the ladle; I'm whipping the pudding with the egg beater). Continue with other utensils. Review ones already done before adding a new one.

Possible utensils:

baster	tongs	spatula
ladle	egg beater	serving spoon
whisk	measuring cup	measuring spoon
rolling pin	strainer	meat pounder

ACTIVITY: Emotions with Sign Language

LEVEL: Grades K-3

SOURCE: Lynn Plourde

OBJECTIVE: --To learn to say, facially demonstrate, and sign the appropriate emotion when given a situation which would trigger a specific emotion

MATERIALS: none

TIME REQUIRED: 30 minutes

PROCEDURE:

Tell students that you are going to talk about feelings today. Discuss the following feelings and give students examples of when they might feel that way:

-happy	-afraid
-sad	-surprised
-sorry	-feel hurt

Then teach them the appropriate "sign" for these emotions (see attached page) and corresponding facial expressions. Practice the signs and facial expressions by asking the class to demonstrate each of the emotions. When you say "happy," students must do the sign for happy and smile at the same time. Continue with other signs.

After they can readily demonstrate the signs and facial expressions, then randomly ask students to demonstrate how they would feel in a specific situation. For example, "How would you feel if your dog was hit by a car?" Select a student to answer. Continue with other situations. Doing the sign for an emotion will give students a "concrete" gesture to help them remember an abstract emotion.

Hint: For younger children, you might introduce only 2 emotions at a time.

Sample situations:

HAPPY	SAD
-have a new puppy	-you broke your toy
-it's your birthday	-your dog dies
-someone says "I like you"	-mom is very sick
-watching your favorite TV show	-best friend is in a car accident
-getting a new toy	-the gerbil at school runs away
-getting some gum while shopping	

Emotions with Sign Language (Cont.)

SORRY
-you broke a friend's toy
-you spilled ink on mom's rug
-your friend's cat dies
-in a store you knock over a shelf of dishes

AFRAID
-you're alone in the house and you hear a strange noise
-house is on fire
-you're watching a scary movie
-you're in a car that is about to crash
-you have a bad dream

SURPRISE
-an aunt from far away stops to visit without calling first
-there's a surprise party for you at school
-you find a baby on your doorstep
-you get $100 in the mail

FEEL HURT
-someone calls you a name
-someone says they don't like you
-a friend calls you stupid
-someone says they don't want to stand by you in line
-after you give a speech, the audience boos you

HAPPY

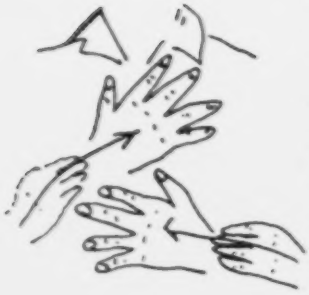
The open hands pat the chest several times with a slight upward motion.

SAD

Hold both open hands in front of the face, fingers slightly apart and pointing up, then drop both hands a short distance and bend the head slightly.

SORRY

Rub the folded hand in a circular motion over the heart.



AFRAID

Hold both hands with fingers together in front of the chest, fingers pointing toward each other; then open both hands and move the right hand toward the left and the left hand toward the right, palms facing self.

SURPRISE

Snap both index fingers up from under the thumbs (other fingers closed) at the sides of the eyes.

FEEL HURT

Touch the heart with the middle finger of the right hand; give the hand a quick twist outward.

ACTIVITY: Collections

LEVEL: Grades K-6

SOURCE: Lynn Plourde

OBJECTIVE:
--To generate vocabulary about collections of objects
--To work cooperatively in small groups
--To give an oral presentation about something collected

MATERIALS: collections (yours, students)

TIME REQUIRED: 20 minutes (to introduce), 10 minutes per day for about a week

PROCEDURE:

Explain to students what collections are. Show them something that you might have collected and give them a short speech about it. Then have them break into small groups of 3 to 5 and decide what their group will collect during the next week. Each group will bring in additions to their collections for a week. Then each group will show their collections to the rest of the class and talk about it.

Possible collection ideas:

rocks	stamps	stickers	flowers
insects	cloth	magazines	kinds of paper
baseball cards			

ACTIVITY: Materials Collage

LEVEL: Grades K-4

SOURCE: Lynn Plourde

OBJECTIVE: --To learn vocabulary about types of materials and what they can be used to make

MATERIALS: scraps of materials; poster paper to glue the material on; glue

TIME REQUIRED: 30 minutes

PROCEDURE:

Tell the class that you are going to make a giant class collage. Tell them what a collage is. Put the scraps of material out and one at a time a student must select a scrap and name what kind of material it is (help students as necessary) and what it could be used to make (for example, "It's corduroy; it could be used to make pants." "It's muslin; it could be used to make curtains."). Continue with other students having turns. To get scraps, you might send a note home to parents asking them to send some in.

ACTIVITY: Solo, Duet, Trio

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To learn the vocabulary words *solo, duet, trio*

MATERIALS: slips of paper with "performances"

TIME REQUIRED: 20 minutes

PROCEDURE:

Explain to the students that you are going to all perform today and what the words solo, duet, and trio mean. Then select one student to pull a paper with a "performance" on it and you will tell them if it must be a solo, duet, or trio act. The student must then select the students to help him/her (if it's not a solo act). They perform their act. Continue with other turns. Encourage students to use the 3 new words.

Performances:

--sing "Happy Birthday"
--dance to a tape
--pretend to play a drum
--be acrobats
--do a ballet
--hum the National anthem
--do a tap dance
--be trapeze artists
--be horseback riders
--be jugglers
--be tightrope walkers
--say "Humpty Dumpty"
--be a rock group

ACTIVITY: Action Story -- A Day at the Skowhegan Fair

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop receptive vocabulary and concepts
--To develop pantomime and imitation skills
--To develop listening skills

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:
Read the following action story out loud. Lead the class through the actions in the story as you read it.

A Day at the Skowhegan Fair

At last we were at the Skowhegan Fair. We had wanted to come back ever since last year. First we bought some tickets for the rides. We ran over to the merry-go-round, gave the man a ticket, and climbed up on a pretty white horse. Then it started going. We went up and down and up and down as it went around. When it stopped, we climbed off the horse.

We went to the bumper cars next. We gave the man our ticket, and then climbed into a bright blue car. We saw 2 friends from school in other cars. We waved to them and decided we would try to bump into them with our bumper car. We pushed down hard on the pedal and started going forward. One friend was on our right. So we turned the wheel hard to the right and bumped into him. Then we drove away fast so he couldn't bump us. We saw our other friend on the left so we turned the steering wheel hard to the left and bumped into him. All of a sudden our bodies jerked backward as someone bumped us hard from behind. Then to the right as someone else hit us. Then to the left as someone else hit us. Then forward. Then to the right. Finally the ride was over and we were glad. We climbed out.

Next we went to get some cotton candy. We picked off a piece of the pink candy and put it in our mouth. We smiled as the delicious candy melted in our mouth. Then we put a big piece of cotton candy in our mouths. But it was so big we got it stuck all over our face and we had to pull it off.

Next we went to play a game. If we could throw a ball through a hoop three times in a row, then we could win a big stuffed zebra. We shot carefully. Hooray -- it went through the hoop the first time. Then we shot carefully the second time and it went through the hoop. Whoopee!

Action Story -- A Day at the Skowhegan Fair (Cont.)

Just one more time. We were nervous. We got ready and threw the ball. The ball missed. Oh shoot! We didn't get the stuffed zebra. Maybe we'd try again later.

We went over to the tall Ferris wheel. We looked way up at it and then got on. We gave the man our ticket as he strapped us in. The Ferris wheel started. When we got to the top we could see for miles and miles all around. It was beautiful. When it started back down, we got funny feelings in our stomach. The next time it got to the top we waited for it to start back down again, but it didn't. We looked down and a man with a bullhorn said, "It's broken down. Don't panic! Just sit still. We are trying to fix it."

Yikes! We were stuck here. But we did as he said and sat still. It started to rain. The rain was cold so we zipped up our jacket and pulled it up to cover our head. We heard the man with the bullhorn say, "Help is on its way." Then we heard a siren and saw a fire truck driving up. The firemen used their tallest ladder. One fireman climbed up to us. He unfastened the strap and we climbed onto the ladder with him. We slowly climbed down the ladder. When we got down, we felt the ground with our hands. It was so good to be back on the ground. A lot of people came up and said, "You were so brave," or "You're good in an emergency." We just smiled at them. Then a man came up and said, "Look, we just got the Ferris wheel fixed. Would you like another ride?" We watched it go around and around and up high and said, "No thanks." Everyone -- ""NO THANKS." We had had enough of Ferris wheels for one day.

THE END

Discussion questions:

1. How many of you have been to a fair? Which one?

2. What is your favorite part of the fair?

3. Discuss the following vocabulary: merry-go-round, bumper cars, cotton candy, Ferris wheel, bullhorn, emergency

4. What else do people eat at the fair?

5. Have you ever won a game at the fair? What game?

6. Have you ever been in an emergency? What was it?

ACTIVITY: Action Story -- An Ant at a Picnic

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop receptive vocabulary and concepts
--To develop pantomime skills and imitation skills
--To develop listening skills

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:
Read the following action story out loud. Lead the class through the actions in the story as you read it.

An Ant at a Picnic

Well, here we are. We are black ants lying in our ant holes. Our mother ant yells, "Time to get up." So we scurry up out of our ant hole and peek outside. We look all around and see that it is bright and sunny. We squint until our eyes get used to the sun. Then we scurry to another ant hole and say in our little ant voice, "Time to get up." Everyone -- "Time to get up." And we scurry to another ant hole and say "Time to get up." Everyone -- "Time to get up."

Soon we are running around with all the other ants and looking for food. We sniff with our antennae and look to the north, but there's no food that way. Then we sniff with our antennae and look to the south, and there's no food that way. Then we sniff with our antennae and look to the east. We sniff again. Yes, there may be food that way. We go farther east and stop and sniff some more with our antennae. We say in our little ant voice, "MMMMMMMMmmmmmmmmm -- that smells delicious." Everyone -- "MMMMMMMMmmmmmm, that smells delicious." We scurry up a hill. Off in the distance we see some people. There are grown-up people and kid people. They are having a picnic in the middle of a meadow. We decide to get some of their crumbs.

We start toward them going through the tall grass. We push the blades of grass aside and slowly make our way toward them. One blade of grass is too thick and heavy - we can't push it aside so instead we climb up it and down it and keep pushing the blades aside. Finally we are close to the people. We scurry onto their blanket. We smell fried chicken and start climbing up the arm of the mother to get a crumb on her shoulder. We climb up her wrist and elbow and get to her shoulder. We pick up the big chicken crumb with our mouths and start to carry it down. All of a sudden the mother feels us on her arm and she brushes us off. We tumble through the air and land upside down in some tall grass. We turn right side up. Shoot! We dropped the chicken crumb while we were falling so

Action Story -- An Ant at a Picnic (Cont.)

we must try again.

We climb back on the blanket. We see an apple pie crumb in the middle of the blanket. We scurry over to it. We pick up the big crumb with our mouths and start to carry it off the blanket. All of a sudden there is a shadow above us. We look up and see a big shoe trying to step on us and kill us. We yell, "Yikes! Let's get out of here." Everyone-- "Yikes! Let's get out of here." We drop the apple pie crumb and scurry as fast as we can off the blanket and dive into some deep grass. Whew! That big shoe just barely missed us. We hide quietly in the grass for a while.

But we're still hungry so we decide to try to get some food one more time. This time we sneak up on the blanket and crawl between the cracks of the picnic basket. Maybe we'll find something in there to eat. It's really dark in there. So we feel our way around and sniff. In one corner of the picnic basket, we find a bag of chips. We crawl in the bag and grab a crumb. We crawl out of the bag and start to crawl out of the picnic basket. Oh no, someone picked up the basket. They are carrying it home. As they walk, we bounce around inside the basket. We've got to get out of here. We peek out between the cracks of the basket and see the grass way down below us. We close our eyes and dive into the grass. Ouch! We hurt all over from falling that far. We slowly limp home back to our ant hole. When we get home, our mom tells us there are some people nearby having a picnic if we'd like to look for crumbs. But we say, "No thanks. Picnics are too dangerous." Everyone -- "No, thanks. Picnics are too dangerous." We just limp into our ant hole and take a nap.

THE END

Discussion questions:

1. Discuss the meaning of these words: *scurry, ant hole, squint, meadow, blade of grass, antennae, limp.*

2. Have you ever seen ants carrying crumbs? What did they look like?

3. Where would you try to get food if you were really an ant?

4. What are the advantages/disadvantages of being an ant?

5. Let's try to name 7 other kinds of insects.

Suggestions:

1. Redo the story on another day without your doing the actions so that students must listen carefully to the story in order to act it out.

2. Tape the story before you do it so you don't have to hold the paper and do the actions at the same time.

ACTIVITY: Action Story -- Shoo Fly

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop receptive vocabulary and concepts
--To develope pantomime and imitation skills
--To develop listening skills

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:
Read the following action story out loud. Lead the class through the actions in the story as you read it.

Shoo Fly

One fine summer day we were sitting on the beach. It was a very hot day and we were perspiring so we wiped our brow and sipped a glass of lemonade. We got out the newspaper and began to read it. We looked at page number 1, then page number 2, then page number 3, then page number 4. While we were reading, we heard a buzz and a fly landed on our forehead. We looked up at it and shooed it away saying, "Shoo fly." Everyone say it -- "Shoo fly."

We looked at page number 5 of the paper and page number 6, and then we heard that buzz again. That fly landed on our forearm. We shooed it away saying, "Shoo fly." Everyone -- "Shoo fly." We read page number 7 and page number 8. That fly came back and landed on our shin. We were getting irritated. After all, how could we enjoy this fine sunny day with a bug bugging us? So this time we folded the newspaper up and slowly lifted it so that we could hit the fly on our shin. But just as we started to bring the newspaper down toward our shin, that fly heard the paper rattle and flew away. We hit our poor shins hard with that paper so we said, "Ouch!" Everyone -- "Ouch!"

We decided to take a walk, then that fly couldn't bother us. We walked along the beach making our toes squish in the wet sand. After we had been walking a few minutes, that fly came buzzing up and landed on the nape of our neck. We stopped walking and slowly moved our hand up so that we could trap the fly on the nape of our neck. Once we caught him, then we could kill him. We'd seen Uncle Bert trap flies lots of times. Maybe we could do it too. We moved our hand very slowly. Just as we tried to trap him, he flew away.

This time we decided to go swimming in the ocean. He wouldn't dare to follow us there. We ran into the ocean and dove under the waves. The cool water felt good on such a hot day. We got some water in our mouths and it tasted really salty. We stood up and pushed our wet hair out of

Action Story -- Shoo Fly (Cont.)

our faces with our hands. Just then that fly landed on our index finger. Maybe if we put our index finger under the water, then we could drown that pesty old fly. But when we put our finger under the water, he flew away. We swam a few more minutes and than went back to shore.

We lay down on our beach towel and put some suntan lotion on so that we wouldn't get a sunburn. After we got the lotion on, we lay back to take a little nap. Just then that fly came back and he flew around and around in a circle. We lifted our heads and watched him fly lower and lower until he landed in our navel. We tried to shoo him away saying, "Shoo fly." Everyone -- "Shoo fly." But our navel was so full of that suntan lotion that he couldn't fly away. He was stuck in that oily little puddle in our navels. We decided that now was the perfect time to kill that pest. But as we brought our finger down to our navel so that we could squish him, we looked him right in the eye. He didn't really look like a mean fly. He really must like us alot if he kept coming back to us. Maybe we were his only friend in the whole world. Oh, we could not kill that poor helpless fly; so we just lay back for our nap and let him nap in our navel.

THE END

Discussion questions:

1. Have students point to the following parts of their bodies: *brow, forehead, forearm, shin, nape of neck, index finger, navel.*

2. Discuss the meanings of these words: *perspiring, shoo,* and *pest.*

3. What did the ocean water taste like? Why?

4. What would you do if a fly was bothering you?

5. What things do you do that really make you perspire?

6. What is the worst pest that has ever bothered you?

ACTIVITY: Action Story -- The Queen Is Coming to Lunch

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop receptive vocabulary and concepts
--To develop pantomime and imitation skills
--To develop listening skills

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:

Read the following action story out loud. Lead the class through the actions in the story as you read it. The students should be sitting at their desks while you're sitting at a desk at the front of the room facing them.

The Queen Is Coming to Lunch

We are all sitting quietly in school one day. We are feeling kind of lazy so we are leaning on our desks. First we lean on one side, but that is comfortable for only a little while so we lean on the other side. That is comfortable for only a little while so then we lean on the middle of the desk. It is a very boring day. We yawn one time. Then we yawn 3 times.

All of a sudden a messenger comes in. He brings us a little, teeny, tiny message. We hold out our palm and he puts it into the palm of our hand. When we pick up the teeny, tiny message to read it, uh-oh, we drop it! Oh no, where did that teeny, tiny message go? First we look way down low under our desk, but it isn't there. Then we look up our sleeves, but it isn't there. Then we look behind us, but it isn't there. All of a sudden we feel a little tickle on our foot. That tickle makes us giggle. Everyone -- giggle. Ever so slowly and carefully we take off our shoe, and there in our shoe is the teeny, tiny message. We pick it up carefully between the nails of our thumb and our index finger so as not to lose it again. We hold it up close to our eyes because it is hard to read such a teeny, tiny message. The message says, "Today the Queen is coming for lunch."

Oh no, the Queen is coming for lunch today? Queens are important people. We must give her a very nice lunch, but what will we eat? And this place is a mess. There's only one hour until lunch. Don't panic. We can't panic. We must think carefully. So we think, think, think. . . . What will we do first? We know. First we must clean the room. We get out a vacuum cleaner. We pull out the cord, all the way out, then we plug it in. We vacuum all of the floor. Now that looks nice. We unplug the vacuum cleaner. We pull the cord so that it snaps back in, and we put

Action Story -- The Queen Is Coming to Lunch (Cont.)

the vacuum cleaner away. We get out the dust cloth and the furniture polish. We squirt the polish on our desks and then dust and rub and shine, shine, shine, until we can see ourselves in the desk. Oh no, we don't look very pretty or very handsome. We don't look ready to meet a Queen. We better get ourselves ready. We put away the furniture polish and dust cloth.

We run to the shower. We take off all our clothes, and jump into the shower. We lather all up with soap. Lather, lather, lather. Then we shampoo our hair. We rinse all the soap and shampoo off. Oh, no, we forgot to sing in the shower. So let's sing, "La, la, la." Everyone -- "La, la, la." We turn off the shower, climb out of the shower and towel ourselves dry. We run upstairs, reach way up in the closet and take down our best clothes. We put them on. Now we are clean and beautiful. We pick up a mirror and look at ourselves. Oh boy, are we clean and beautiful! We smile at ourselves. We are proud. We look super.

But we must hurry. The Queen will be here in 25 minutes. We run downstairs. We must make lunch. What can we have? We think, think, think. We know. Let's have our favorite -- peanut butter and jelly sandwiches. We reach way up high in the cupboard and get everything out. We take out 4 slices of bread. 1-2-3-4. Two for the Queen's sandwich and two for us. We unscrew the peanut butter jar. Pick up the knife and spread peanut butter on 2 slices of bread. We unscrew the grape jelly jar and spread jelly on top of the peanut butter. We start to lap the knife, but uh-oh, we remember that's not very nice, and it's not very safe to lap knives, so we just put it in the sink instead. We put the empty slices of bread on top, and the sandwiches are ready. Then we pour a tall glass of milk, one for the Queen and one for us. We bring everything to the table so it's all ready for the Queen.

We look all around the room to see if everything is ready. Everything is neat and clean, and we look very spiffy, and lunch is ready. But something is wrong. What is it? And there's only 5 minutes left until the Queen arrives.

We look around again. Now we know. We need something decorative. We hurry outside and bend over and pick some bright flowers from the garden. We pick 16 flowers. 1-2-3-4, etc. We bring them inside and put them in a vase and put them on the table.

Ding-Dong. Ding-Dong. Oh, no, that's the doorbell! We are ready just in time. We walk slowly and cautiously to the door. We open it. There's the Queen. If we're a boy, we bow. If we're a girl, we curtsy. And we say, "Please, won't you come in?" Let's all say it -- "Please, won't you come in?" We both sit down at the table to eat our lunch. We politely eat. We nibble on our sandwich. We smile alot and we never, ever, ever, ever talk with our mouth full. The Queen says she must leave so we show her to the door. We say "Thank you for coming." Everyone -- "Thank you for coming." Then we say, Please do come again." Everyone --

Action Story -- The Queen Is Coming to Lunch (Cont.)

"Please do come again."

When she leaves we sit back in our chairs. We lean on one side of our desks, but that is comfortable for only a little while so we lean on the other side. And that is comfortable for only a little while so then we lean on the middle of the desk. It is a very boring day. We yawn one time. Then we yawn 3 times. Then we fall asleep.

THE END

Discussion questions:

1. Ask what the following words mean; refer back to the story as needed and have students demonstrate when possible: *lean, palm, low, giggle, index finger, lather, spiffy, decorative, cautiously, bow, curtsy, nibble.*

2. Have any of you ever seen a real queen on TV? What was her name?

3. Who are queens married to? What do we call a queen's children?

4. Have you ever had somebody really important visit your house? What did you do special to get ready?

5. What things really bore you?

6. How would you look if you were thinking hard about something and you suddenly got a good idea?

ACTIVITY: Action Story -- Inside a Whale's Belly

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop receptive vocabulary and concepts
--To develop pantomime and imitation skills
--To develop listening skills

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:
Read the following action story out loud. Lead the class through the actions in the story as you read it.

Inside a Whale's Belly

Well, here we are inside a whale's belly. It is not a fun place to be. We shiver. It is very cold and damp in here, and it is very, very dark. In fact, we can't see a thing. We look to the right and look all around, but we can't see a thing. Then we look to the left and look around, but we can't see a thing. So we must feel where we are going. Somehow we must feel our way out of this whale's belly. We can't stay here forever.

So we start to slowly tiptoe forward. Just one little inch at a time. It's very squishy in a whale's belly. As we walk, our feet go squish, squish, squish. Everyone say it -- Squish, squish, squish. I think it's squishy because of all the water in here.

We hold our hands in front of us so we can feel anything there. As we tiptoe forward, we touch something hard. We knock on it. It is very hard. And it is very long. We reach way up high. It is hard there, and then move our hand all the way down low. Then we feel this hard thing from low up to high. It is very smooth -- no bumps, no holes. We think we know what it is. It must be one of the whale's ribs. If we are right, then there must be another one beside it. We hold our arm way out to the right and lean and reach and sure enough, there's another smooth hard thing. We take a sidestep to the right and feel high to low again. Yes, it's another rib. So we know we are on the side of the whale, but which way is out? If we go to the right some more, will we go up toward the whale's mouth or will we go back by his tail? We must go up by his mouth -- we've got to get out. It's getting late. We're tired and we're hungry. Listen to our stomachs growl like this -- (growl noise). Everyone growl. (All make growling noise.) But which way do we go? To the right or the left? We look both ways. First to the right. And then to the left. And to the right again. Way off in the distance on the right, we see a faint light. The whale must have his mouth open a little bit. That light must be shining

Action Story -- Inside a Whale's Belly (Cont.)

in from his mouth. That's how we'll go, and we'll stay on the side by the ribs. We don't want to be in the middle. You never know what will be in the middle of a whale's belly. Yech!

We hold our arm way out to the right and lean and reach so we can find the next rib. There's something hard and smooth; it's a rib. So we take a big sidestep to the right. Then we feel again and slowly make our way out in the dark. All of a sudden we feel ourselves turn and turn around and fall to the right and fall to the left and back to the right and turn around and around again.

And then it's still. Where are we? What happened? That whale must have gone swimming all around and upside down. But where are we? It's so very dark. We feel to the right, but there's nothing there. We feel to the left and there's nothing there. Then we feel behind us and there's nothing there. Then we feel in front of us. There's something that makes our hand go pump, pump, pump. What can it be? We feel all around it. It's about the size of a bread box and it has things like skinny ropes coming out of the sides of it. And it keeps going pump, pump, pump -- beat, beat, beat. Oh yes, it must be a heart. The whale's heart. At least we know where we are. Now which way do we go?

But before we can decide, all of a sudden we feel ourselves turn and turn around and fall to the right and fall to the left and back to the right and turn around and around again. Oh no, that whale must be swimming all around and upside down again.

We feel that we are way down low. Suddenly we shoot straight up, way up high. We keep going up, up, up. We are now bouncing around on top of something. Now we can see. We can see to the right. We can see to the left. We can see to the rear. We can see frontwards. It's light. We keep bouncing, bouncing, bouncing. We came out of the whale's spout. Hey, that rhymes -- out of the spout. Everyone say "out of the spout, out of the spout." All of a sudden the spout stops spouting, and we fall down with a plop onto the whale's head. We try to grip on tight to the whale's head. It is slippery. First we slip to the right, then we slip to the left. Then we slip off. Splash right into the ocean. We start to swim toward the beach. We swim, and swim, and swim. We finally get to the beach and run home.

When we get home our mother is angry. She says, "Where have you been? I've been looking for you for hours. I had a special treat for you today, but you weren't here so you couldn't have your special treat."

We ask, "What was the special treat, Mom?" Everyone -- "What was the special treat, Mom?"

And she says, "We were going to take a boat out on the ocean and go whale watching."

Action Story -- Inside a Whale's Belly (Cont.)

We just groan. Everyone groan . . . .

THE END

Discussion questions:

1. How do you think we got in the whale's belly in the first place?
2. What would be a squishy place to walk?
3. Name something smooth in this room.
4. Have you ever had to walk in the dark? What is it like? How do you know where to go?
5. What kind of handicapped person always walks as if he is in the dark?
6. What would you like for a special treat?

ACTIVITY: Action Story -- Going Fishing

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop receptive vocabulary and concepts
--To develop pantomime skills and imitation skills
--To develop listening skills

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:
Read the following action story out loud. Lead the class through the actions in the story as you read it.

Going Fishing

Here we are in a boat getting ready to go fishing. First, we put on our life preserver. Then we yank on the cord to the motor to start it. We give it 5 yanks before it finally starts. We put the boat in reverse and back away from the dock. We steer the boat to our secret fishing place. When we are close to the secret place, we slow the motor down and drive very carefully. There are buoys in the water which mean there are big rocks right under the water. We don't want to hit the rocks in the water so we carefully steer between the buoys.

Finally we get to our secret fishing place. We turn the motor off and lower the anchor overboard. Then we reach for our fishing pole. We get a fat nightcrawler out of a container and put it on the hook being very careful not to prick our finger. When the nightcrawler is on, we carefully stand up in the boat and cast the line into the water. We sit and wait for a fish to bite. We wait, and wait, and wait. We sit very quietly. Finally, we feel a little nibble. We jerk up on the fishing pole and start to reel it in. But there is no fish on it, and there is no bait on it. The fish must have eaten the whole nightcrawler and gotten away.

We decide to try a lure instead of a nightcrawler this time. We put the shiny silver lure on the fishing line and then cast it out into the water. We slowly reel the lure in. We hope that a fish will think that the lure is a real little fish swimming and that it will bite the lure and we can catch it.

All of a sudden, our pole bends over. It's a fish. We keep our pole up and struggle to reel it in. We reel and reel it in. Finally it is close to the boat. We can see it. It is a huge fish. We hang onto the pole with one hand and grab the fish net with the other hand. We put the net

Action Story -- Going Fishing (Cont.)

in the water behind the fish and quickly try to net it from behind. But as we do, the fish gets away. Oh, how disappointing. We almost had it.

We decide to try again. We cast the line out and slowly reel it in. Once again something bites our line. The pole bends way over. This one feels bigger than the last one. We try to reel it in, but we aren't strong enough. We sit in the boat with our backs on one side and brace our feet on the other side. We try to reel it in again, but we can't. All of a sudden, this strong fish pulls so hard that we fall overboard into the water. We float with our life preserver on. We pull on the fishing line. Somehow we've got to get this big fish. We pull and pull on the line. Finally, we can see it. It's huge! Gigantic! Incredible! But . . . but . . . we look carefully. But . . . it's a turtle that is on our pole. Not a fish but a huge snapping turtle. Yikes, a snapping turtle! We drop our pole and swim back to the boat. We quickly climb on board. We start the motor and drive back home. When we get home our mom asks, "Did you catch anything?" And we say, "Yes, it was this big"(and spread our arms as wide as possible). Everyone -- "Yes, it was this big" (and spread our arms as wide as possible). Our mother says, "That sounds like a fish story to me." And we say, "No, it's a turtle story." Everyone -- "No, it's a turtle story."

THE END

Discussion questions:

1. Discuss the following vocabulary words: *life preserver, yank, reverse, dock, buoy, nightcrawler, cast, nibble, reel in, bait, lure, brace, overboard.*

2. What does "fish story" mean? Have you ever told one?

3. Show the class fishing equipment and teach them about it.

4. Name as many kinds of fish as you can as a group. Try for at least 10.

5. In the story, we had a secret fishing place. Do you have a secret place for anything? What do you do at your secret place?

ACTIVITY: Action Story -- On a Hike with E. T.

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop receptive vocabulary and concepts
--To develop pantomime and imitation skills
--To develop listening skills

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:
Read the following action story out loud. Lead the class through the actions in the story as you read it.

On a Hike with E. T.

Elliot went away to visit his grandmother this week so E. T. came to our house to stay. We wanted to do something special with E. T. So we thought and thought about what we could do. We had a good idea -- we would take E. T. on a hike.

Suddenly we heard the doorbell -- ding-dong, ding-dong. Everyone -- "ding-dong, ding-dong." We opened the door and looked down and there was E. T. with a suitcase. We said, "Please come in, E. T." Everyone -- "Please come in, E. T." We took his suitcase from him and put it in the spare bedroom. Then we asked, "Would you like to go on a hike?" Everyone -- "Would you like to go on a hike?" He nodded "yes" so we started to get ready. We put on hiking boots, put supplies into a backpack, put the backpack on, and started on the hike.

At first the hiking was easy. We skipped along a path in the woods. Once we tripped over the root of a tree that was sticking up. But we didn't get hurt, so we stood up, brushed our clothes off, and kept on hiking.

Then the path started to get narrower and narrower so we had to turn sideways to squeeze between some trees. Also the path was getting steeper and steeper so we had to lift our legs way up high to be able to reach the rocks on the path. We turned a corner and saw a huge boulder. It was covering the whole path. Oh no, how would we get up that?

First, we lifted E. T. up onto our shoulders and pushed him way up high until he was on top of the huge boulder. E. T. reached down one of his hands to us. We grabbed his hand. We tried to dig our feet into the side of the rock to climb up while E. T. pulled us, but we fell down hard onto the ground. E. T. was not strong enough to pull us up that

Action Story -- On a Hike with E. T. (Cont.)

boulder. We would have to find another way up. We took off our backpack and got out some rope and threw it up to E. T. We said, "Tie that end around a tree." Everyone -- "Tie that end tight around a tree." We put our backpack on while E. T. tied the rope. Then we asked, "Is it tight, E. T.?" Everyone -- "Is it tight, E. T.?" He said "yes" so we gripped the rope tightly, put our feet on the boulder, and started to slowly pull ourselves up the boulder. We pulled and pulled. Finally we made it to the top of the boulder. We rubbed our hands because they were sore from gripping the rope. We put the rope in our backpack and kept hiking up the path.

Suddenly, E. T. screamed behind us. We turned and looked. He had gotten his little leg stuck between two rocks. We tried to pull it out. But we couldn't. It was wedged in tight; it was stuck. E. T. started to cry. He said that his leg hurt. We had to find a way to help him. We had to get his leg out. We tried to lift one of the rocks. We lifted hard and grunted, but it wouldn't budge. So we tried to lift the other rock. We lifted hard and grunted, but it wouldn't budge either.

Then we saw a big stick. We picked it up and put it under one of those rocks by E. T.'s leg. We pushed down on the other end of the stick, and that rock moved up a little. We told E. T., "Hurry and slide out." Everyone -- "Hurry and slide out." E. T. slid out, then we let the rock down.

E. T. was crying; he said his leg really hurt. We looked at it and thought that it might be broken. We had to get help. We reached in the backpack and took out some matches to start a fire. We gathered lots of sticks for a fire. We made a big pile with the sticks. Then we lit the match and started a fire. We looked all around to see if anyone was coming to help. Then we heard a motor way up high. We looked up in the sky and saw a helicopter. We started to wave our hands for help. The helicopter got closer and closer until it hovered overhead. A rope ladder came out of the helicopter and a man started climbing down the ladder.

We shouted, "Hooray, help is here." Everyone -- "Hooray, help is here." The man asked what was wrong, so we told him. We watched as he carried E. T. up the ladder then it was our turn to climb up the ladder. It was windy so we hung on tight as we climbed and climbed and then got into the helicopter. When we sat down in the helicopter, that man asked E. T. for his autograph because he said E. T. was famous. Then he asked us for our autograph because he said we were heroes since we had helped to save E. T. We gave him our autograph.

After we took E. T. to the hospital to get a cast on his broken leg, that man asked us what we wanted to do now. We just said, "We wanna go home." (in E. T. crackly-type voice). Everyone -- "We wanna go home."

THE END

Action Story -- On a Hike with E. T. (Cont.)

Discussion questions:

1. Discuss the following vocabulary: *hike, spare bedroom, backpack, narrow, steep, boulder, grip, hover, autograph, hero.*

2. Demonstrate how a stick can be used as a lever with a doll and small rocks.

3. Have you ever hiked? Where?

4. How did we signal in the story?

5. The man in the story said E. T. was famous. Can you name someone else who is famous?

6. Have you ever gotten someone's autograph?

7. How would doctors fix a broken leg?

8. Have you ever had a broken bone? How did they fix it?

9. Did you ever do something heroic?

Hint:

You may redo the same story another day. This time you should not act the story out, so students will not be able to copy you but rather they must listen carefully and act out the story themselves.

ACTIVITY: Action Story -- In the Circus

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop receptive vocabulary and concepts
--To develop pantomime and imitation skills
--To develop listening skills

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:
Read the following action story out loud. Lead the class through the actions in the story as you read it.

In the Circus

One day we looked at a sign downtown. It said, "The circus is coming to town." Oh boy, circuses are fun. We ran home to ask mom if we could go. We said, "Mom, may we go to the circus this afternoon?" Everyone -- "Mom, may we go to the circus this afternoon?" She said, "Yes we could." So we got some money out of our piggybank, put it in our pockets, and walked to the circus. While we walked, we daydreamed about what it would be like at the circus. Maybe there would be elephants and clowns and lions. When we got to the circus, the ticket person said that he could not sell us a ticket. We asked, "Why not?" Everyone -- "Why not?" And he said there would be no circus because all the circus people were on a broken-down bus 100 miles away. Oh no, we were disappointed. We asked, "Isn't there any way to have a circus?" Everyone -- "Isn't there any way to have the circus?" And he said, "Not unless we wanted to be in the circus." What a wonderful idea! Sure, we could do it -- we had seen lots of circuses.

The ticket person showed us where to go, and the circus began. First we had to be the ringmaster. We went to the center of the tent and said, "Ladies and gentlemen, welcome to the circus." Everyone -- "Ladies and gentlemen, welcome to the circus." Then we said, "And way up high you will see our tightrope walkers." Everyone -- "And way up high you will see our tightrope walkers." We had to be the tightrope walker so we climbed up the ladder and began to walk across that skinny little rope. We put one foot in front of the other, very slowly and very carefully. When we got to the middle of that rope, we lifted one foot up in the air and balanced on one foot. Whew! It was kind of scary. We had to be very careful. Then we walked a little more and stood very still. We jumped up and turned around so that we were facing the opposite direction. We carefully walked back to the ladder and climbed down. We heard the crowd's applause so we took a bow.

We acted as the ringmaster again and introduced the elephants. We

Action Story -- In the Circus (Cont.)

said, "Ladies and gentlemen, in this corner are the elephants." Everyone -- "Ladies and gentlemen, in this corner are the elephants."

We went over to lead the elephants in. We tapped them on the back of their legs to make them walk in a circle. Then we stood still in front of one of the elephants and he picked us up with his trunk. We spread our arms and looked proud. Then we got down and lay flat on the floor while one elephant put his leg on top of us. Lucky for us we didn't get crushed. We stood up and heard lots of applause again, so we bowed again.

Next we went over to be a trapeze artist. We climbed up a rope, way up high and grapped one of the swings. We held onto it and swung and swung. Then we let go of the swing and twisted around in the air and grabbed another trapeze. We swung some more. Then we let go and twisted 2 times in the air before catching the other trapeze. We climbed down the rope and took another bow.

Next we had to be the horseback rider. We ran beside the horse in a circle. While he was running, we grabbed the horse's back and pulled ourselves up. We scooched on the horse and slowly stood up keeping our balance. It was hard with the horse galloping, but we did it and lifted one leg and both arms up to pose. The audience clapped loudly so we bowed.

Finally, we had to be the lion tamer. We opened the cage door and walked in with our whip. We snapped the whip to make 3 lions jump over a bar. 1-2-3. Then we lit a hoop with fire and snapped our whip to make 3 lions jump through the fiery hoop. 1-2-3. Finally, we sat one lion on the ground and laid down our whip. We pulled his jaws apart and slowly put our head into the lion's mouth. We pulled our head out and heard the audience applauding loudly and they were giving us a standing ovation. We smiled proudly, and that was the end of our being in the circus.

THE END

Discussion questions:

1. How many of you have been to a circus?

2. Discuss the meanings of the following words: *daydream, ringmaster, tightrope walker, trapeze artist, horseback rider, pose, lion tamer, applause, standing ovation.*

3. What do you daydream about?

4. Could this story really happen or is it a tall tale?

5. How do you show that you really like something? Applause or what?

6. Who else is usually in a circus that we didn't talk about?

Action -- In the Circus (Cont.)

7. If you could be anyone in the circus, who would you be? Why?

Suggestions:

1. Have a circus day at your school with everyone dressing up and performing.

2. Redo the story on another day without your doing the actions so that students must listen carefully to the story in order to act it out.

3. Tape the story before you do it so you don't have to hold the paper and do the actions at the same time.

ACTIVITY: Action Story -- The Night the Power Went Out

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop receptive vocabulary and concepts
--To develop pantomime skills and imitation skills
--to develop listening skills

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:
Read the following action story out loud. Lead the class through the actions in the story as you read it.

The Night the Power Went Out

We were inside dusting the furniture for mom. It was good to be inside on a snowy, sleeting night like tonight. We dusted the hutch and swayed to the music on the stereo. All of a sudden everything went black and the music went "Bleaaea-*_*_!" Then the lights came back on and off and on and finally off. After a few minutes we decided that they were not going to come back on. We thought and tried to remember where we had put the flashlight. Oh yeah, it was in the kitchen drawer with a bunch of tools. We slowly felt our way into the kitchen. We felt the table and a chair and then 2 more steps and there was the sink. We opened the drawer beside it and felt around until we found the flashlight. We turned it on. It was pointing right at our eyes and was very bright so we looked away.

We didn't want the batteries in the flashlight to wear out so we got 2 candles and candlesticks and lit them very carefully. We set them on the kitchen table. Now what would we do? We ran to turn on the TV. Oops, a TV needs power -- we couldn't watch that. We grabbed a good comic book and started to read it. But we had to hold it really close to our eyes to be able to see it. After a while we rubbed our eyes; they started to hurt. We put the book down. Boy, I wonder how those Pilgrims used to read all the time by candlelight!

It was still too early to go to bed. We decided to take a bath and put our pajamas on so we'd be all ready for bed. We brought the candles into the bathroom and set them on a shelf. Then we ran the bath water. We got out a towel and put it on the floor so we could step on it when we got out of the tub. Mom didn't like us dripping on the floor. We got a washcloth to wash with and towel to dry with. The tub was getting pretty full so we took our clothes off, shut off the water, and stepped into the tub. Yikes! Brrrr, that's freezing! Everyone -- "Yikes! Brrrr, that's

Action Story -- The Night the Power Went Out (Cont.)

freezing!" We hurried and jumped out of the tub. Oh no, we had forgotten that you need power to have hot water.

We put our pajamas on and carried the candles into the bedroom. It seems like the only thing you can do when the power is out is to sleep. We climbed into bed, pulled the covers up, and started to set the alarm clock. Shoot! Our alarm wouldn't work without power. We had better not sleep late tomorrow; the teacher will be angry if we don't get to school on time. We would just have to stay awake all night. If the power came back on, then we could set the alarm. And if it didn't, we could see out the window when it started to get light. So we blew the candles out and lay in bed trying real hard to stay awake. But our eyes kept closing and closing. We pried them open with our fingers and held them open so they wouldn't slip shut again. But even that didn't work and our eyes still closed. So we sat straight up in bed -- that way we couldn't fall asleep. We sat there for a little while and we leaned to the right and started to doze, but we woke up. Then we leaned to the left and started to doze, but we woke up. Then we leaned forward and started to doze and kept on dozing.

THE END

Discussion questions:

1. Discuss the following vocabulary: *hutch, swayed, fuse, candlesticks, pried.*

2. Have you ever lost the power at your house? What did you do?

3. What things do you need power to do?

4. What things do you <u>not</u> need power to do?

5. Have you ever slept in a strange position?

6. Do you think we woke up in time to go to school the next day?

ACTIVITY: Action Story -- Monkey Business

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop receptive vocabulary and concepts
--To develop pantomime skills and imitation skills
--To develop listening skills

MATERIALS: none

PROCEDURE:
Read the following story out loud. As you read it, you and the class should do all the actions in the story.

Monkey Business

One day we were sitting in the livingroom watching TV. Suddenly we heard the doorbell ring. We ran to the door and opened it; but there was no one there. We looked all around, closed the door, and went back to watch TV. We'd been sitting there a few minutes when the doorbell rang again. We ran to the door, even faster than before, but there was no one there still. This time we didn't go back in the livingroom. We scooched down behind the door and waited to see if it would ring. We scooched and waited, scooched and waited, but the doorbell didn't ring. We scooched and waited some more until we got a charlie horse in our leg. We yelped, "Aagh!" Everyone -- "Aagh!" We grabbed our calf and rubbed it until the charlie horse went away.

We didn't want to scooch any more so we went back into the livingroom. But as we turned to leave, the doorbell rang again. We rushed and opened the door. Once again no one was there. We looked all around and yelled, "Who's doing that?" Everyone -- "Who's doing that?" We didn't see anyone but way up high in the tree by the door we heard a strange noise "Eeeee-ooooo-ooooo." We looked up and there was a monkey sitting in the tree. We tried to coax the monkey down saying, "Come on, come on, little moneky." Everyone -- "Come on, come on, little monkey." But he didn't budge. We thought for a second. Aah! We ran in and got a banana and held it up toward the monkey. That monkey scurried down the tree and grabbed the banana. We grabbed the monkey and dragged him into the house.

When we got in the house, he ran away from us and climbed up on the kitchen light. We pointed at him and said, "Get down now." Everyone -- "Get down now." But he didn't budge again. We got a chair, climbed up on it, and reached up to grab the monkey. When we grabbed him, he hung on to the light and the whole light fell down with a crash. We cried, "Oh no, mom's going to be furious." Everyone -- "Oh no, mom's going to be furious." We ran to get the broom and we swept up all the pieces of glass.

Action Story -- Monkey Business (Cont.)

We swept them into a dustpan and threw the glass away. We put away the broom and the dustpan.

When we turned to look for the monkey, he wasn't there. We looked under the table. We looked behind the stove. No monkey. Suddenly we heard "Eeeee-ooo-ooo" from upstairs. We ran up the stairs. There sat the monkey with mom's makeup all over him, all over the mirror, and all over the floor. The place was a mess. We ran to get a cloth. We scrubbed the mirror and we scrubbed the floor. We turned to scrub the monkey but once again, no monkey.

We heard a bang downstairs. We ran downstairs. Oh no, the monkey had taken everything out of the refrigerator and and thrown it all over the kitchen. There was mustard on the curtains and pickles in the sink and jam on the calendar. We sat in a chair, put our head in our hands, and cried.

Just then we heard a car door slam. Yikes, mom must be home! We nervously walked out and met her. We said, "Mom, ah, well . . . " Everyone -- "Mom, ah, well . . . " She said, "Oh, now what kind of monkey business have you been up to?" We grabbed her hand, pulled her into the house, pointed at the monkey, and said, "That monkey business!" Everyone -- "That monkey business!"

THE END

Discussion questions:

1. Discuss the meaning of the following words: *coax, scooched, charlie horse, calf, budge, furious.*

2. Where do you think the monkey in the story came from?

3. What would you really do if a monkey showed up at your house?

4. What does monkey business mean? (You should give examples from your own experiences.)

5. On the following page, have students draw a picture in the monkey outline of a time they did some monkey business. After they draw the picture, they must cut out the eyes of the monkey and all around his head. While holding the monkey mask up to their faces like a mask, students should tell each other the stories about the time they did monkey business.